Scoring Rubric Description for the Trainer Approval Sample Presentation

Attached you will find the scoring rubric that is used to score the Trainer Approval sample presentation that is part of the state approved trainer application. The scoring rubric is divided into three sections:

- **Content** – this section measures whether a trainer applicant shows an understanding of the training material
- **Plan and Method for Instruction** – this section measures whether a trainer applicant shows an ability to set learning objectives and make sure that these objectives are met through an engaging training plan. It also measures whether a trainer applicant includes the right content and supporting material for the training audience
- **Organization** – this section measures whether the training is organized and flows in a logical way
- **Professionalism and Ethics**- this section measures whether the applicant is prepared to provide the community with a professional training opportunity that respects various cultures, upholds a responsibility to the profession, and adheres to professional practices

The OSSE Professional Development Unit (PDU) will be using this rubric to score sample presentation and minimum scores are required in order to achieve the status of an approved trainer. Note that under most items, there is a description. Applicants do not need to meet every description and example in the training. These descriptions are meant to provide examples to help trainer applicants better understand the scored item.

Please use this rubric as a guide for completing your application and sample training presentation. The scoring rubric was created with guidance from other state models and adapted to align with OSSEs Trainer Approval Process. Additional content was adapted from Wiggins, G. and McTighe, J. (2011). *The Understanding by Design Guide to Creating High Quality Units*. Alexandria, Virginia: ASCD.

Sample Presentation Scoring Rubric

- All items receive a score of either 1, 2, 3 or 4

    - A score of 1 = the item is not at all addressed

    - A score of 2 = the item is somewhat addressed

    - A score of 3 = the item is mostly addressed

    - A score of 4 = the item is completely addressed

- Applications cannot be approved if there are 5 or more total items with a score of 1.

- Applicants receive a total score in each category: Content, Organization and Plan and Method for Instruction

BENCHMARKS

Content	Plan and Method for Instruction	Organization	Professionalism and Advocacy
29/32	40/48	10/12	10/12

CONTENT Trainer applicant shows an understanding of the training material	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Training title and description						
• Training title and description match the content	1	2	3	4		
Develops measurable objectives and aligned activities directly linked to program and participant needs.						
• Connection between the stated learning objectives and actual content of the training • Describes the desired performance or behavior • Sets a measureable standard or criterion for performance • Objectives are specific and can be achieved	1	2	3	4		
Addresses Early Learning Standards						
• Explicit connection between the content and the DC Common Core Early Learning Standards	1	2	3	4		
Content and activities match the targeted participant group						
• Designs curriculum to address learning objectives and participant context	1	2	3	4		
Content and activities match the indicated Core Knowledge area(s)						
• Content and activities clearly matched to designated Core Knowledge area(s)	1	2	3	4		
Content reflects current research and best practice						
• Content clearly reflects current research and best practice	1	2	3	4		
Content reflects cultural awareness and learner diversity						
• Content clearly reflects cultural relevance and/or diverse learners	1	2	3	4		
Adjusts scope of content to delivery time to design a realistic learning agenda						

• Enough time is allowed to explore content area(s)						
• Time is built in the training for exploration of training content						
• Learners have the opportunity to think about concepts again after exploration (examples may include a group discussion or reflection time)						
CONTENT SCORE:						

PLAN AND METHODS FOR INSTRUCTION Trainer shows an ability to set learning objectives and ensure that these objectives are met through an engaging training plan	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Attention to whether learning objectives are met						
• Beginning of training includes a check of prior knowledge and skill levels of learners in the room	1	2	3	4		
• Trainer shows a plan to check for learner understanding of training material (examples include a question and answer period, practice of skills with feedback and/or reflection and planning time) throughout the training	1	2	3	4		
• Trainer shows a plan to use the learner's real world work to apply training content • Knowledge and skills are applied to real world settings	1	2	3	4		
• Trainer guides learner curiosity and consideration of training Concepts	1	2	3	4		
• Trainer provides opportunities for learners to try out new ideas and receive feedback (examples might include role play, small group work, reflection and discussion time)	1	2	3	4		
• Trainer summarizes the training material and discusses next steps • At the end, trainer stresses application of training content	1	2	3	4		
Includes shared activities and includes group interaction						

• Shared activities between learners are encouraged • The trainer models skills and gives examples of ideas that meet the needs of the learners • The training includes a variety of different types of experiences • Learner has choices for how to participate	1	2	3	4		
Handouts/Materials support the content and learning objectives of the presentation						
• Handouts/materials and resources relate to the content and learning objectives	1	2	3	4		
Handouts/Materials are professionally presented and when applicable, cite references and sources						
• Handouts/materials are professional in appearance • Resources are properly referenced and sources are cited as Needed	1	2		4		
Links content to practical application						
• Content is linked to application in real world settings • Real issues, questions or problems explored with meaningful Activities	1	2	3	4		
Trainer designs content and training plan with the audience in mind.						
• The language of the training meets this audience and does not include industry jargon	1	2	3	4		
Suggestions for further learning						
• The trainer shares other sources of information and includes suggestions for further learning outside of the training	1	2	3	4		
PLAN AND METHOD FOR INSTRUCTION SCORE:						

ORGANIZATION Sample Presentation is organized and flows in a logical way	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Agenda and Outline establish logical sequence of events/activities						
• Events and activities flow in a logical sequence • Meets the needs of the intended audience	1	2	3	4		
Overall Organization and Consistency						
• Organized, consistent and easy to understand • Description, learning objectives, content and methods are consistent and connect to each other	1	2	3	4		
Overall quality of writing						
• Clearly written and easy to understand • Few or no errors in grammar, usage, mechanics and/or spelling	1	2	3	4		
ORANIZATION SCORE:						

PROFESSIONALISM AND ETHICS	Not at all	Somewhat	Mostly	Completely	Score	COMMENTS
Adheres to Professional Practices						
• Maintains poise and professionalism under duress • Maintains appropriate demeanor and attire	1	2	3	4		
Demonstrates responsibility to others						
• Demonstrates respect and consideration for all participants • Models an approach to cross-cultural encounters characterized by an open-mind, a willingness to learn from each other, mutual respect, objectivity and rational critique	1	2	3	4		
Demonstrates a responsibility to the profession						
• Fully and accurately cites source material	1	2	3	4		

• Incorporates current information about initiatives, laws, state mandates, and field practices into training					
PROFESSIONALISM AND ETHICS SCORE:					